DOCUMENT RESUME

ED 235 189 TM 830 579

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TITLE A Report to the Board of Education on Growth in Student Learing during the First Year of Implementation of the District's Policy on Student Achievement: A Comparison of Basic Skills Achievement Scores from 1980-81 to 1981-82.
INSTITUTION Portland Public Schools, Oreg.
PUB DATE 23 Sep 82
NOTE 27p.
PUB TYPE Statistical Data (110) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Achievement Gains; *Basic Skills; Educational Objectives; Elementary Secondary Education; Language Usage; Mathematics Achievement; Reading Achievement; *School Districts; Testing Programs; *Test Results
IDENTIFIERS *Portland School District OR

ABSTRACT

At the beginning of the 1981-82 school year, the Board of Education of the Portland (OR) Public Schools established a system-wide achievement goal of improved learning in all areas of the curriculum including the basic skills. This report describes the gains made during the first year of implementation of that new achievement policy. Portland's students grew in achievement in each subject and at every grade. The gains represent growth in learning ranging from approximately an additional month to an additional half year in progress through the curriculum for the same investment in instruction. Typically, four out of five schools which were below average in basic skills achievement in 1980-81 at one or more grades showed improvement during the 1981-82 school year. A larger percentage of the class of 1985 than the class of 1984 entered high school already having met the district's basic skills standards for high school graduation. Individualized progress reports are provided to assist parents, students, teachers, principals, program managers, and area and central administrators in monitoring and insuring student achievement growth. (BW)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A REPORT TO THE BOARD OF EDUCATION ON GROWTH IN STUDENT LEARNING DURING THE FIRST YEAR OF IMPLEMENTATION OF THE DISTRICT'S POLICY ON STUDENT ACHIEVEMENT

A Comparison of Basic Skills Achievement Scores from 1980-81 to 1981-82.

PORTLAND PUBLIC SCHOOLS
Thursday, September 23, 1982

By Walter E. Hathaway
Director of Research and Evaluation

TM 830 579

AT THE BEGINNING OF THE 1981-82 SCHOOL YEAR THE BOARD OF EDUCATION OF THE PORTLAND PUBLIC SCHOOLS ADOPTED A FAR REACHING POLICY ON STUDENT ACHIEVEMENT. THIS POLICY ESTABLISHED A SYSTEM-WIDE ACHIEVEMENT GOAL OF IMPROVED LEARNING IN ALL AREAS OF THE CURRICULUM INCLUDING THE BASIC SKILLS. TONIGHT IT IS MY DUTY AND PLEASURE TO REPORT ON THE GAINS MADE DURING THE FIRST YEAR OF IMPLEMENTATION OF THAT NEW ACHIEVEMENT POLICY IN THE THREE AREAS CURRENTLY MEASURED BY OUR DISTRICT'S BASIC SKILLS ACHIEVEMENT LEVELS TESTING PROGRAM.

THE FIRST OBJECTIVE OF THE DISTRICT'S ACHIEVEMENT POLICY IS TO INCREASE THE LEARNING OF STUDENTS THROUGHOUT THE DISTRICT. FIGURES 1, 2 AND 3 DEMONSTRATE THE GAINS IN ACHIEVEMENT IN THE KEY AREAS OF MATHEMATICS, READING AND LANGUAGE USAGE MADE DURING THE 1981-82 SCHOOL YEAR OVER THE BASE YEAR OF 1980-81. THE DATA SUMMARIZED IN THESE THREE CHARTS INDICATES THAT PORTLAND'S STUDENTS GREW IN ACHIEVEMENT IN EACH SUBJECT AND AT EVERY GRADE. THE AVERAGE AMOUNT OF ANNUAL GROWTH VARIES FROM SUBJECT TO SUBJECT AND FROM GRADE TO GRADE AND IS TYPICALLY LARGER AT THE LOWER GRADES WHERE THERE IS MORE ROOM FOR GROWTH. NEVERTHELESS, TO HELP APPRECIATE THE IMPORTANCE OF THE ACHIEVEMENT GAINS REPORTED HERE, IT IS USEFUL TO NOTE THAT AT THE FIFTH GRADE A TYPICAL YEAR'S GROWTH IN EACH SUBJECT IS APPROXIMATELY FIVE POINTS. THUS THE GAINS REPORTED HERE, WHICH EXTEND FROM HALF A POINT TO OVER TWO AND A HALF POINTS, REPRESENT GROWTH IN LEARNING RANGING FROM APPROXIMATELY AN ADDITIONAL MONTH TO AN ADDITIONAL HALF YEAR OF PROGRESS THROUGH THE CURRICULUM FOR THE SAME INVESTMENT IN INSTRUCTION.

A SECOND MAJOR OBJECTIVE OF THE DISTRICT'S ACHIEVEMENT POLICY IS TO BRING THE AVERAGE ACHIEVEMENT OF ALL SCHOOLS BELOW THE DISTRICT AVERAGE IN MATHEMATICS, READING AND LANGUAGE USAGE CLOSER TO THE 1980-81 DISTRICT AVERAGE. FIGURES 4,

5 AND 6 ILLUSTRATE THE PROPORTIONS OF SCHOOLS BELOW THE DISTRICT AVERAGE IN EACH SUBJECT AT EACH GRADE IN 1980-81 WHO WERE HELPED TO MOVE CLOSER TO THE DISTRICT AVERAGE IN 1981-82. THE PERCENTAGES OF THESE RELATIVELY LOW ACHIEVING SCHOOLS WHO SHOWED IMPROVEMENT IN EACH SUBJECT AND AT EACH GRADE RANGE FROM 68 PERCENT TO 98 PERCENT, WITH AN AVERAGE OF APPROXIMATELY 80%. THUS, TYPICALLY 4 OUT OF 5 SCHOOLS WHO WERE BELOW AVERAGE IN BASIC SKILLS ACHIEVEMENT IN 1980-81 AT ONE OR MORE GRADES BEFORE THE ADOPTION OF THE DISTRICT'S ACHIEVEMENT GOAL SHOWED IMPROVEMENT DURING THE 1981-82 SCHOOL YEAR.

THE THIRD AND FINAL OBJECTIVE WITHIN THE DISTRICT'S ACHIEVEMENT GOAL ADDRESSES ACHIEVEMENT AT THE SECONDARY LEVEL. IT CALLS FOR AN INCREASE IN THE PERCENTAGE OF STUDENTS MEETING THE DISTRICT'S BASIC SKILLS STANDARDS FOR HIGH SCHOOL GRADUATION. EVIDENCE OF PROGRESS HERE INCLUDES THE FACT THAT A LARGER PERCENTAGE OF THE CLASS OF '85 THAN THE CLASS OF '84 ENTERED HIGH SCHOOL ALREADY HAVING MET THE STANDARDS AND THAT A LARGER PERCENTAGE OF THOSE STUDENTS THAN THOSE IN THE PREVIOUS CLASS DEMONSTRATED MASTERY OF THE REQUIRED COMPETENCIES AFTER ONE YEAR OF SPECIAL ASSISTANCE DURING THEIR FRESHMAN YEAR.

A KEY FEATURE OF THE PORTLAND ACHIEVMENT TESTING PROGRAM IS THAT IT PROVIDES DATA TO TEACHERS, STUDENTS AND PARENTS ON THE SPECIFIC GOALS WITHIN EACH SUBJECT ON WHICH STUDENTS NEED HELP. FOLLOWING FALL TESTING NEXT MONTH, FOR EXAMPLE, REPORTS LIKE THAT IN FIGURE 7 WHICH IDENTIFIES "GOALS NEEDING MORE WORK" BY INDIVIDUAL STUDENTS WILL BE CREATED IN TIME FOR PARENT-TEACHER CONFERENCES. AND A NEW CLASS GOAL PROGRESS REPORT SIMILAR TO THAT IN FIGURE 8 HAS JUST BEEN ISSUED WHICH WILL HELP TEACHERS IMPROVE INSTRUCTIONAL PLANS FOR 1982-83 BASED UPON KNOWLEDGE OF THEIR CLASS' PERFORMANCE IN 1981-82 ON EACH GOAL. THESE REPORTS COMPLIMENT MORE THAN A DOZEN OTHER REPORTS PROVIDED TO

ASSIST PARENTS, STUDENTS, TEACHERS, PRINCIPALS, PROGRAM MANAGERS AND AREA AND CENTRAL ADMINISTRATORS IN MONITORING AND INSURING STUDENT ACHIEVEMENT GROWTH AT THE INDIVIDUAL STUDENT, CLASS, GRADE, BUILDING, AREA AND DISTRICT LEVELS.

IN VIEW OF THE BASIC COMMITMENT WITHIN THE TESTING PROGRAM TO TARGETING INDIVIDUAL AND GROUP INSTRUCTION ON SPECIFIC GOALS NEEDING MORE ATTENTION AS A MEANS OF IMPROVING OVERALL ACHIEVEMENT, IT SEEMS FITTING TO CLOSE WITH A SUMMARY OF THE PERFORMANCE ON EACH GOAL DURING 1981-82 WHEN THE IMPORTANT OVERALL GAINS WE HAVE BEEN DISCUSSING WERE MADE. FIGURES 9, 10 AND 11 SHOW THAT IN MATHEMATICS, DIVISION OF WHOLE NUMBERS AND COMPUTATION WITH DECIMALS NEED TO BE STRESSED MORE. WHILE, IN READING, INTERPRETIVE COMPREHENSION NEEDS GREATER EMPHASIS; AND IN LANGUAGE USAGE, GREATER ATTENTION NEEDS TO BE PAID TO SENTENCE AND PARAGRAPH STRUCTURE AND TO SPELLING. THUS, WHILE MUCH PROGRESS HAS BEEN MADE, THERE IS STILL ROOM FOR ADDITIONAL, SUBSTANTIAL PROGRESS IN ACHIEVEMENT THIS YEAR AND IN YEARS TO COME.

IN CONCLUSION IT CAN BE CONFIDENTLY SAID THAT THE FIRST YEAR OF IMPLEMENTATION OF THE DISTRICT'S ACHIEVEMENT GOAL HAS BEEN A SUCCESS SINCE SUBSTANTIAL PROGRESS HAS BEEN MADE TOWARD THE ATTAINMENT OF ALL THREE OBJECTIVES WITHIN THAT GOAL. A COMBINATION OF EFFECTIVE INSTRUCTIONAL LEADERSHIP BY OUR PRINCIPALS, EXCELLENT AND FOCUSED INSTRUCTION BY OUR TEACHING STAFF AND EFFECTIVE AND EFFICIENT SUPPORT BY AREA AND CENTRAL SUPPORT SERVICES HAS CREATED A CHEMISTRY OF GROWTH AND PROGRESS FOR MOST OF OUR STUDENTS AND SCHOOLS ON MOST GOALS OF BASIC SKILLS LEARNING. WHETHER WE CAN ATTAIN THE OVERALL GOAL OF INCLUDING ALL STUDENTS, SCHOOLS AND GOALS OF LEARNING IN THIS UPWARD SPIRAL AND CAN CONTINUE AND EXTEND THE EXCELLENT BEGINNINGS MADE DURING THE 1981-82 SCHOOL YEAR DEPENDS UPON THE CONTINUED SUPPORT OF THIS COMMUNITY.

FIGURE 1

MATH ACHIEVEMENT GAINS IN PORTLAND PUBLIC SCHOOLS FROM 1980-81 TO 1981-82

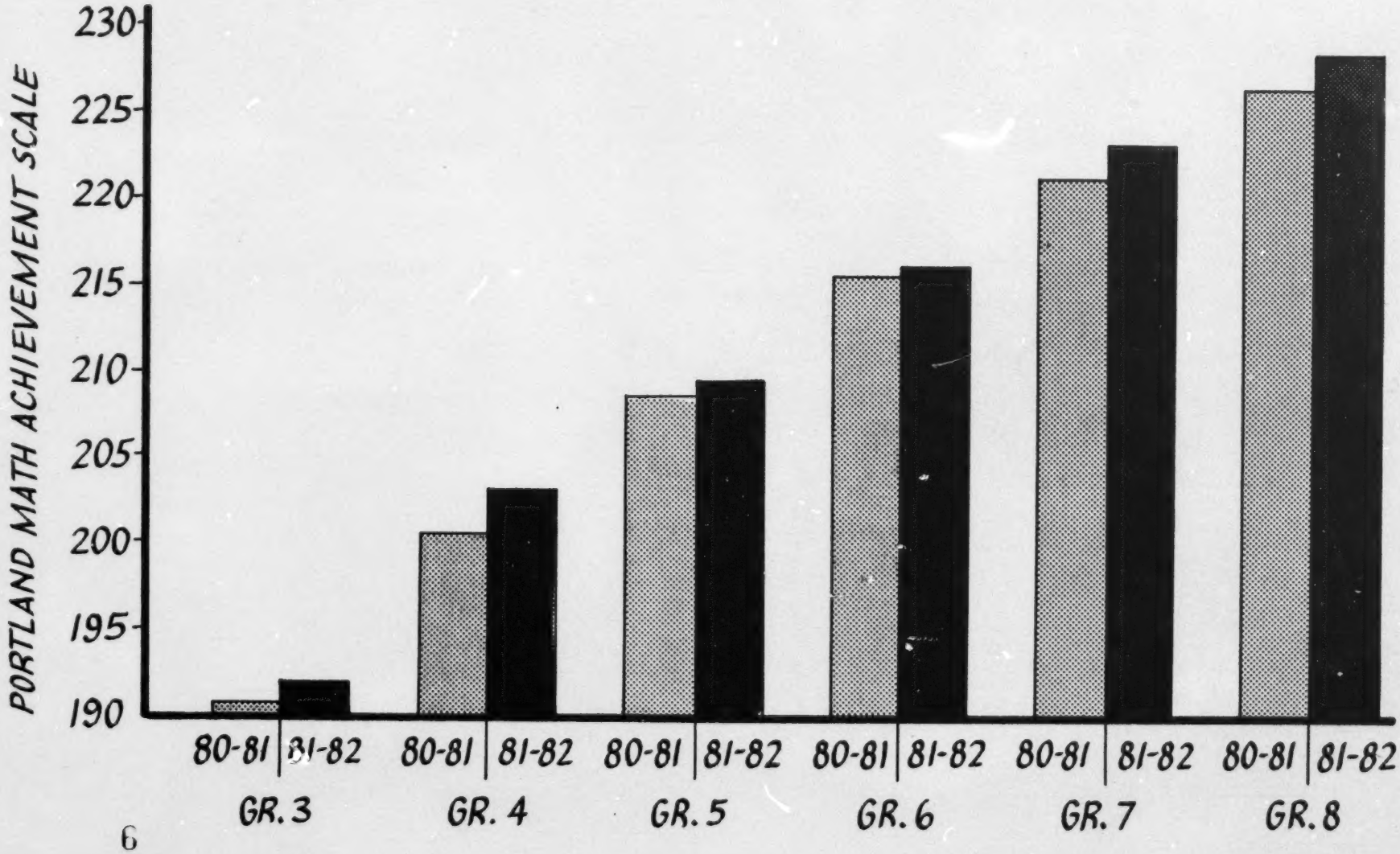


FIGURE 2

READING ACHIEVEMENT GAINS IN PORTLAND PUBLIC SCHOOLS FROM 1980-81 TO 1981-82

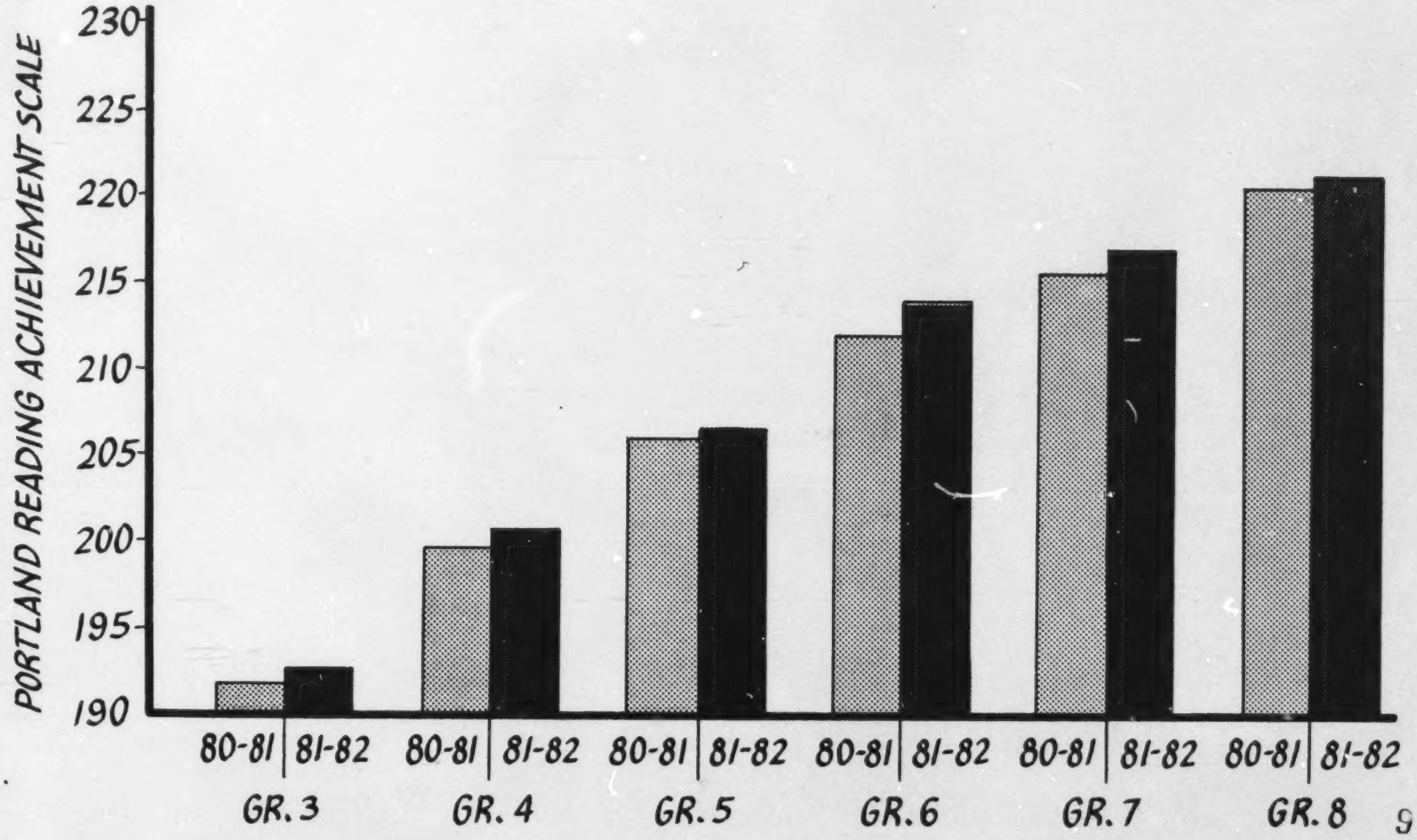


FIGURE 3

LANG. USAGE ACHIEVEMENT GAINS IN PORTLAND PUBLIC SCHOOLS FROM 1980-81 TO 1981-82

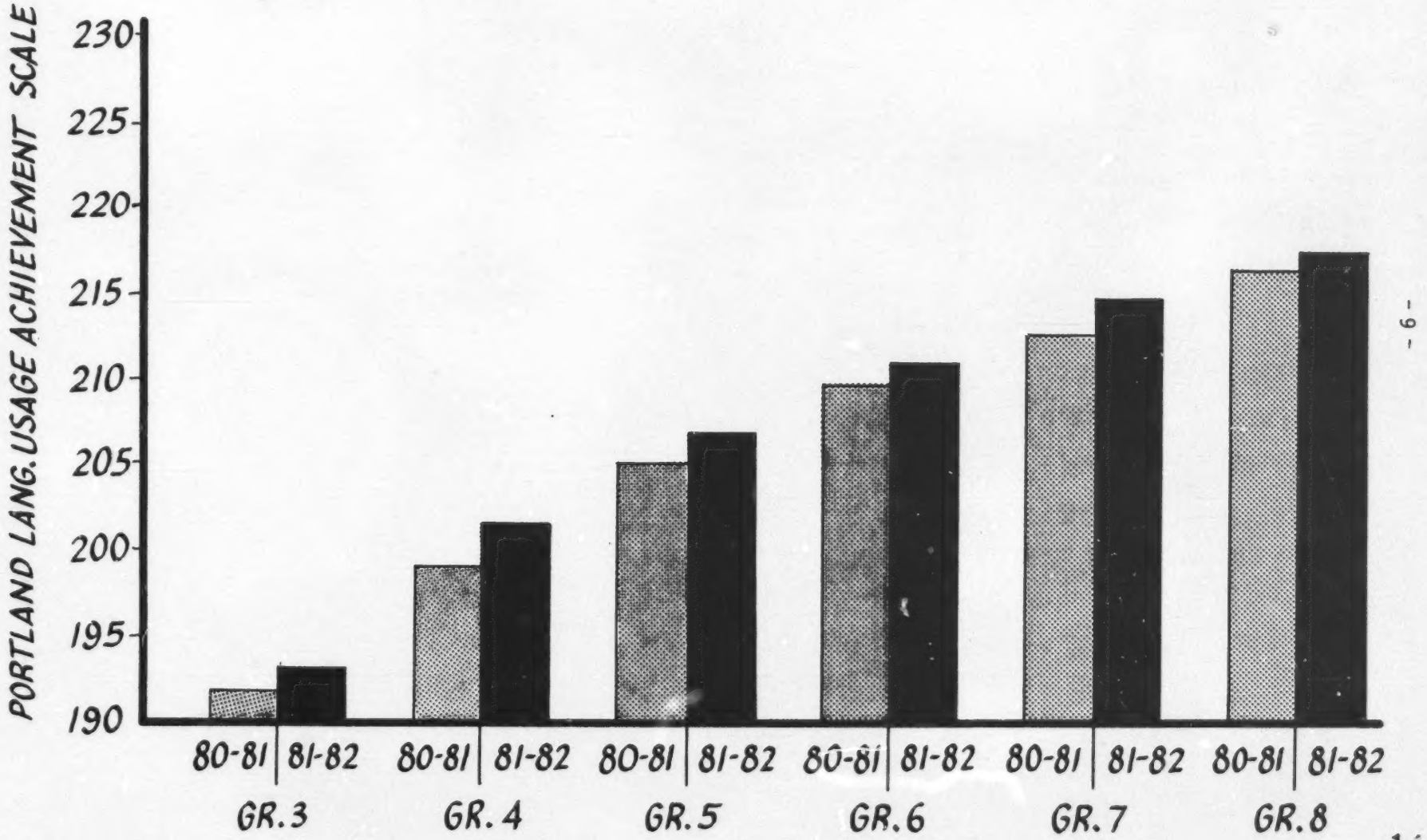


FIGURE 4

NUMBERS OF SCHOOLS BELOW DISTRICT AVERAGE IN 1980-81 AND NUMBER THAT IMPROVED IN 1982 (MATHEMATICS)

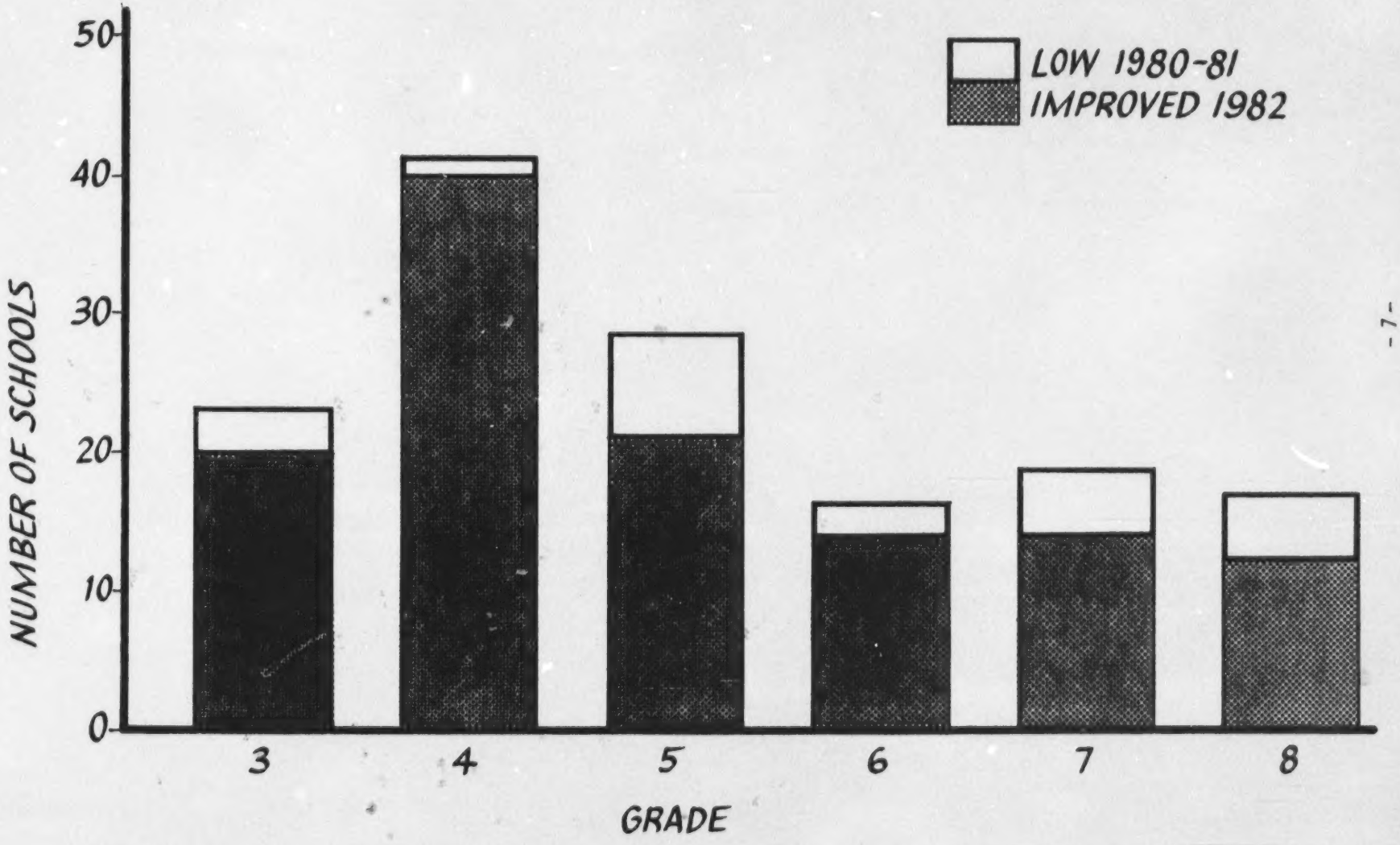


FIGURE 5

NUMBERS OF SCHOOLS BELOW DISTRICT AVERAGE IN 1980-81 AND NUMBER THAT IMPROVED IN 1982 (READING)

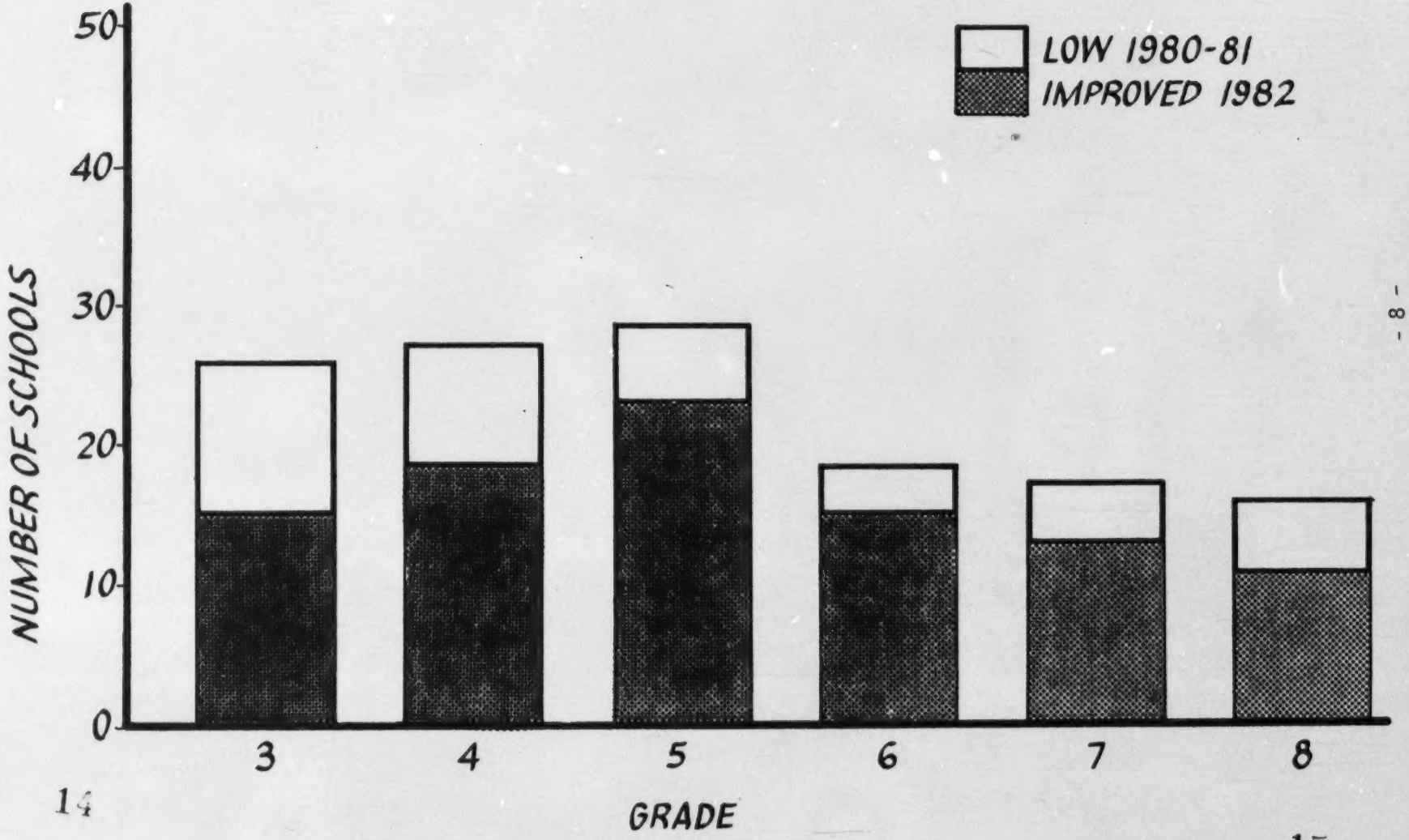


FIGURE 6

NUMBERS OF SCHOOLS BELOW DISTRICT AVERAGE IN 1980-81 AND NUMBER THAT IMPROVED IN 1982 (LANGUAGE ARTS)

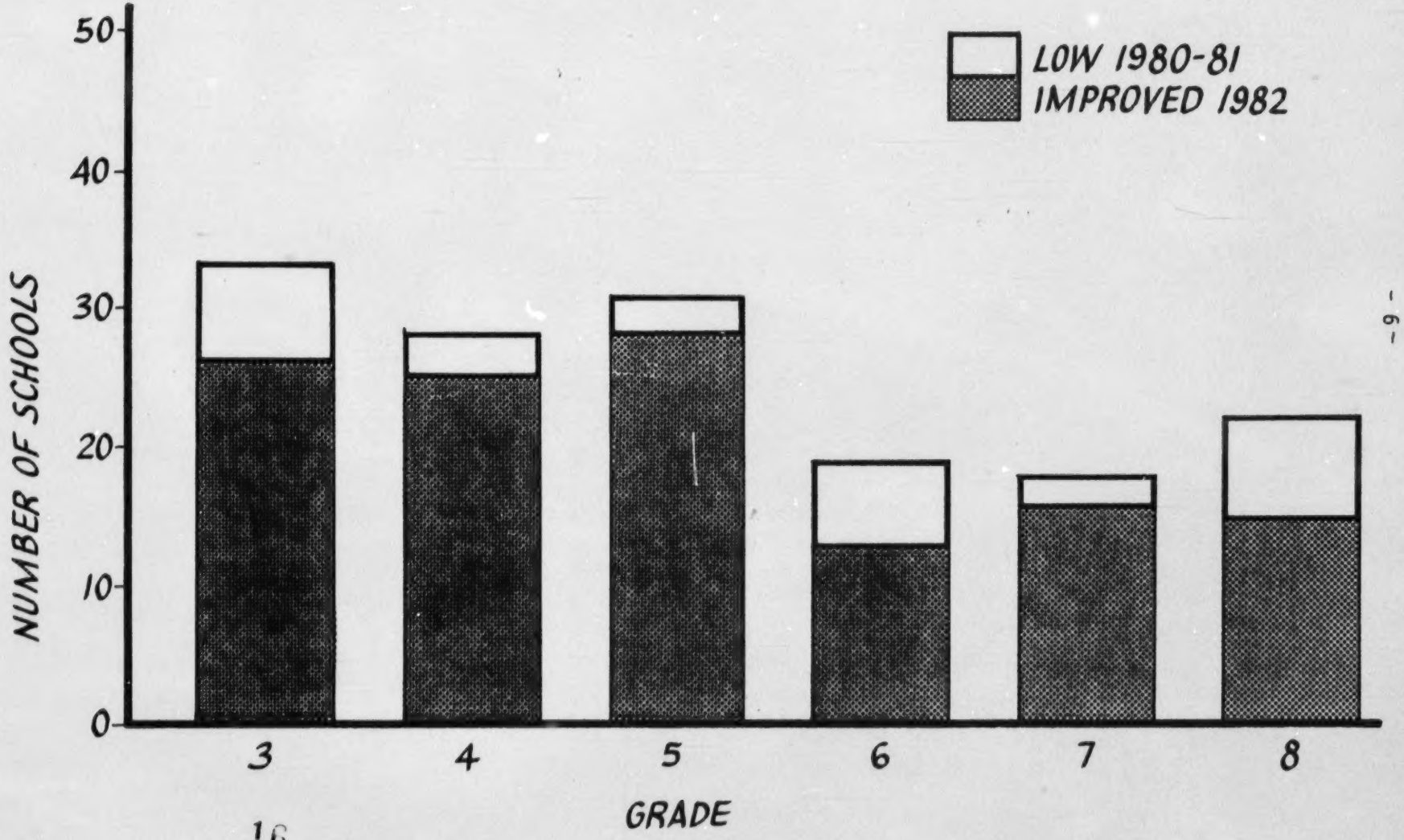


FIGURE 7

PORTLAND PARENT-TEACHER CONFERENCE REPORT

ACHIEVEMENT LEVEL TEST RESULTS FALL 1981

SCHOOL - XXXXXXXXXXXX GRADE - 6
NAME - ----------, Glenn ID - 123456789

	LU	READ	MATH
TEST LEVEL	T-23	L-4	B-14
RIT SCORE	197	202	193
GRADE AVERAGE	204	208	210
P-SCORE	44 (Low Average)	47 (Average)	38 (Low)
GOALS NEEDING MORE WORK:	1, 3, 5	4	3, 4, 6, 8, 9, 10, 11, 12, 13

Explanation of Test Score Information:

TEST LEVEL: The number of the test level taken in each of the three subjects.

RIT SCORE: The score showing progress on the grade to grade growth scale (ranging from 140 to 260). The RIT score increases from grade to grade.

GRADE AVERAGE: The average city-wide RIT score for the student's grade level.

P-SCORE: The score showing the student's standing compared to other Portland students in the same grade. (The average score is 50 and most scores are between 30 and 70.) In addition to the P-score, there is a description of the student's performance compared to all students in the same grade. The categories used are: Very High; High Average; Average; Low Average; Low; and Very Low.

GOALS NEEDING MORE WORK: Numbers identifying the goals on which the student is low. (See the Parent-Teacher Guide for the actual goal statements and examples of typical test items for each goal.) The goals for the Language Usage, Reading, and Mathematics tests are listed on the back of this report.

COMMENTS:

LANGUAGE GOALS:

1. The student can recognize and use fundamental sentence and paragraph structure.
2. The student can use basic grammar correctly.
3. The student can punctuate correctly.
4. The student can capitalize correctly.
5. The student can spell correctly.
6. The student can write with coherence, clarity, economy, and consistency.

READING GOALS:

1. The student can interpret meanings of commonly used words.
2. The student can comprehend the literal meaning or explicit content of written materials.
3. The student can interpret implied and related meanings from the content and presentation of written materials.
4. The student can evaluate the intent, validity and worth of written materials.

MATH GOALS:

1. The student can add whole numbers.
2. The student can subtract whole numbers.
3. The student can multiply whole numbers.
4. The student can divide whole numbers.
5. The student can order, compare, rename, and represent whole numbers.
6. The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).
7. The student can compute with fractions.
8. The student can compute with decimals and percents.
9. The student can use knowledge of geometry.
10. The student can use knowledge of measurement.
11. The student can interpret and use graphs, statistics and probability.
12. The student can solve story (word) problems.
13. The student can use the strategies and processes of problem solving.

FIGURE 8
CLASS GOAL PROGRESS REPORT

SCHOOL PROGRESS INSTRUCTIONAL GROUP 001 HATHAWAY, WALTER NUMBER OF STUDENTS 25
SUBJECT MATHEMATICS GRADE LEVEL 3

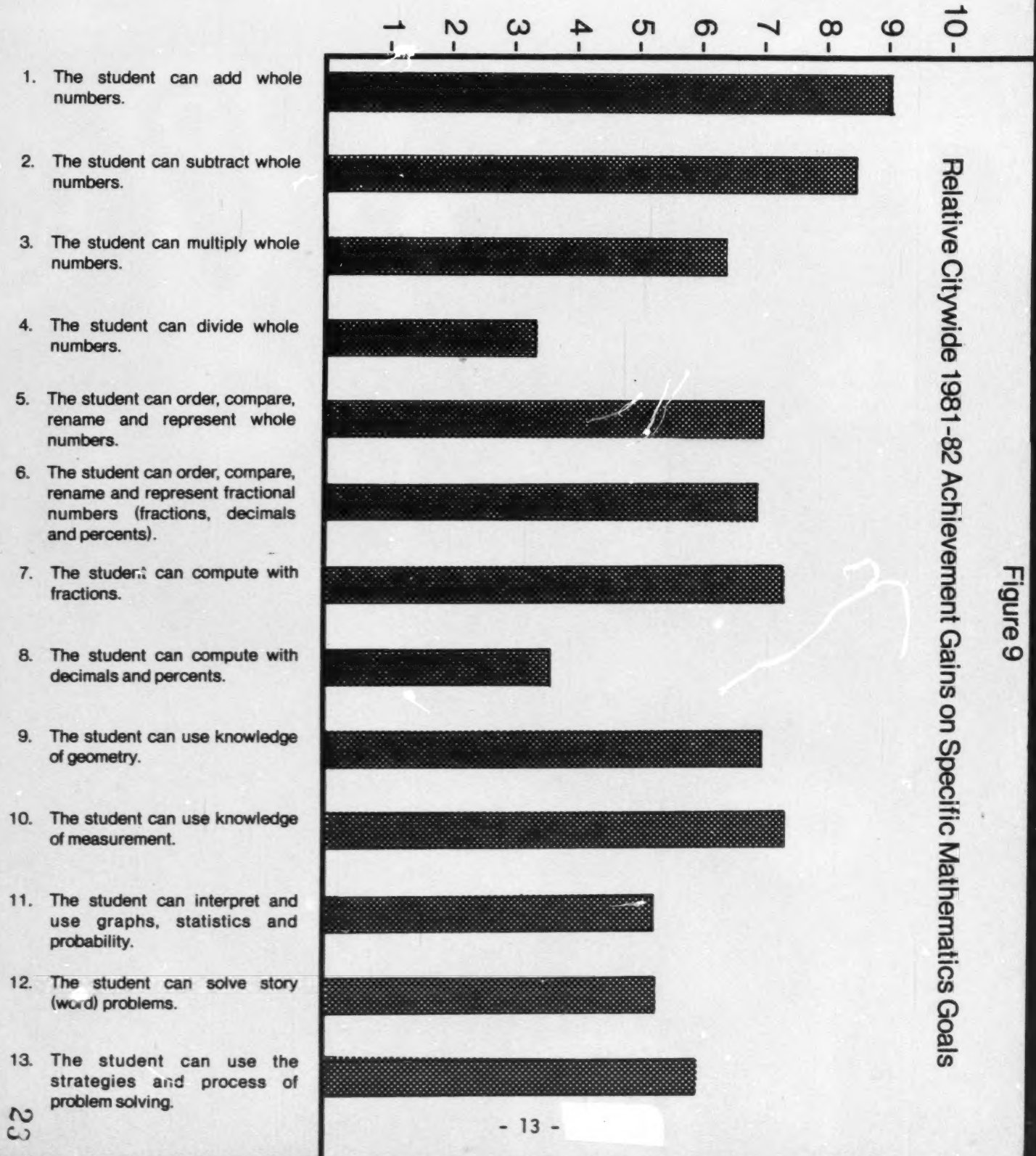
	GOALS	FALL 1981 DEVIATION*	FALL 1981 (MEAN RIT FOR GROUP)	SPRING 1982 DEVIATION*	SPRING 1982 (MEAN RIT FOR GROUP)	DIFFERENCE FROM CITYWIDE GROWTH
1.	ADD WHOLE NUMBERS	-0.80	(180.5)	-0.14	(190.2)	0.66**
2.	SUBTRACT WHOLE NUMBERS	-0.78	(177.2)	-0.10	(190.9)	0.68**
3.	MULTIPLY WHOLE NUMBERS		NR		NR	NR
4.	DIVIDE WHOLE NUMBERS		NR		NR	NR
5.	ORDER, COMPARE, RENAME, REPRESENT WHOLE NUMBERS	-0.62	(178.7)	-0.67	(184.7)	-0.05
6.	ORDER, COMPARE, RENAME, REPRESENT FRACTIONS, DECIMALS, PERCENTS		NR		NR	NR
7.	COMPUTE WITH FRACTIONS	-0.15	(183.7)	-0.78	(189.3)	-0.63**
8.	COMPUTE WITH DECIMALS AND PERCENTS		NR		NR	NR
9.	USE GEOMETRY	-0.83	(176.3)	-0.87	(188.1)	-0.03
10.	USE MEASUREMENT	-1.43	(174.3)	-1.57	(182.5)	-0.15
11.	INTERPRET, USE GRAPHS, STATISTICS, PROBABILITY	-0.56	(179.8)	-1.05	(186.0)	-0.59**
12.	SOLVE STORY (WORD) PROBLEMS		NR		NR	NR
13.	USE STRATEGIES, PROCESSES OF PROBLEM SOLVING		NR		NR	NR

* SHOWS PERFORMANCE OF THIS GROUP COMPARED WITH THAT OF ALL SCHOOLS IN THE CITY. THE SCALE RANGES ROUGHLY FROM -3.0 (LOWEST) TO +3.0, WITH 0.0 BEING AVERAGE.

** CHANGE FROM FALL TO SPRING SHOULD BE CONSIDERED IMPORTANT IF IT IS .5 OR MORE DEVIATION UNITS.

NR - NOT REPORTED SINCE LESS THAN 80% OF THE STUDENTS IN THIS CLASS RECEIVED SCORES ON THIS GOAL.

GAINS ON PORTLAND MATHEMATICS ACHIEVEMENT SCALE


1
2
3
4
5
6
7
8
9
10
1. The student can add whole numbers.
2. The student can subtract whole numbers.
3. The student can multiply whole numbers.
4. The student can divide whole numbers.
5. The student can order, compare, rename and represent whole numbers.
6. The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).
7. The student can compute with fractions.
8. The student can compute with decimals and percents.
9. The student can use knowledge of geometry.
10. The student can use knowledge of measurement.
11. The student can interpret and use graphs, statistics and probability.
12. The student can solve story (word) problems.
13. The student can use the strategies and process of problem solving.

Relative Citywide 1981-82 Achievement Gains on Specific Mathematics Goals

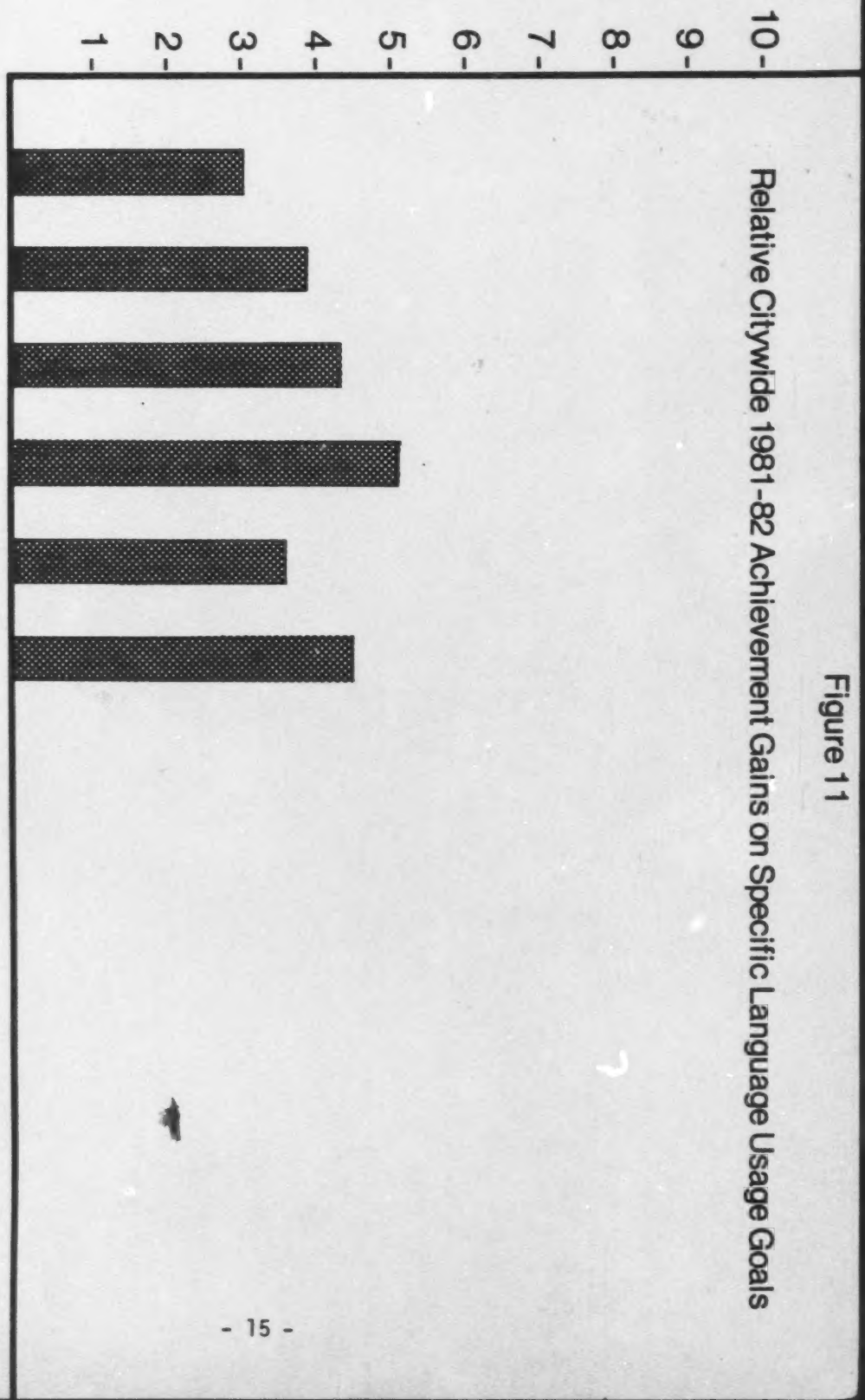
Figure 9

Figure 10

Relative Citywide 1981-82 Achievement Gains on Specific Reading Goals

GAINS ON PORTLAND READING ACHIEVEMENT SCALE
10
9
8
7
6
5
4
3
2
1
1. The student can interpret meanings of commonly used words.
2. The student can comprehend the literal meaning or explicit content of written materials.
3. The student can interpret implied and related meanings from the content and presentation of written materials.
4. The student can evaluate the intent, validity and worth of written materials.

GAINS ON PORTLAND LANGUAGE USAGE ACHIEVEMENT SCALE



1. The student can recognize and use fundamental sentence and paragraph structure.
2. The student can use basic grammar correctly.
3. The student can punctuate correctly.
4. The student can capitalize correctly.
5. The student can spell correctly.
6. The student can write with coherence, clarity, economy, and consistency.

Relative Citywide 1981-82 Achievement Gains on Specific Language Usage Goals

Figure 11